

The beginning (pre-service) k-12 Art teacher will demonstrate knowledge of and/or competency in the following areas of study:

Strand	Draft 3: Proposed Revised Competencies
1. Art Production NAEA Standards for Beginning Teacher Candidates: a., b.; PRAXIS (0133): III Making of Art; NASD: a Studio Art Foundation, d. Technical Processes; Show Me Standards: FA 1, 2, 4; Goal 1, 2, , 3, 4; Visual Art GLEs: Product, Elements and Principles	<ol style="list-style-type: none"> 1. materials and equipment (including electronic media and other technology) used in two-dimensional and three-dimensional art making. 2. a range of historical, traditional, and contemporary studio approaches, including media, techniques, and technologies. 3. a functional knowledge of the basic technologies and processes involved in printmaking, photography, filmmaking, video, sculpture, ceramics, fiber, painting and drawing. 4. using the elements and organizing principles of the visual arts in increasingly complex ways to engage in artistic problem-solving and to express divergent ideas in works of art. 5. safety/health issues and procedures related to making art. 6. the various potential roles and responsibilities of artists in their discipline. 7. ethical considerations inherent in artistic production in a variety of media.
2. Art History NAEA Standards for Beginning Teacher Candidates: c, d, e.; PRAXIS (0133): I, Tradition in Art, Design and the Making of Artifacts; NASD: b. Art History and Analysis; Show Me Standards: FA 5; Goal 1; Visual Arts GLEs: Artistic Perceptions; Historical Style/Period/Culture	<ol style="list-style-type: none"> 1. the major styles and periods of art history. 2. the historical development of traditional and contemporary art forms in both Western and non-Western artistic traditions, including art from popular culture and folk culture. 3. contending philosophies of art. 4. exemplary artworks, artifacts, and architecture of widely known Western and non-Western artists, styles, periods, or movements, including characteristic features or elements. 5. how art communicates, challenges, and shapes cultural and societal values.
3. Art Criticism NAEA Standards for Beginning Teacher Candidates: f; PRAXIS (0133): II Art Criticism and Aesthetics; NASD: b. Art History and Analysis; Show Me Standards: FA 2, 3; Goal 1, 2; Visual Arts GLEs: Elements and Principle, Artistic Perceptions, Historical Style/Period/Culture, Interdisciplinary Connections	<ol style="list-style-type: none"> 1. vocabulary and formal concepts used in discussing specific elements and characteristics of artwork, artifacts, and architecture created during various periods, styles, or movements. 2. vocabulary and formal concepts used in discussing the making of art, artifacts, and architecture (e.g., color, line, shape, unity, and balance). 3. the vocabulary and formal concepts used to discuss the strategies and techniques of contemporary art (e.g., composition, juxtaposition, transformation, tension). 4. various theories and methods of art criticism. 5. interpreting artworks, including recognition of narrative content, imagery, symbolism, and emotional impact. 6. reading, interpreting, and evaluating art criticism. 7. communicating critical ideas, interpretations, and judgments orally and in writing.

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4. Aesthetics NAEA Standards for Beginning Teacher Candidates: g, h, and i; PRAXIS (0133): II Art Criticism and Aesthetics; NASD not overtly present; Show Me Standards: FA 2, 3; Goal 1,2; Visual Arts GLEs: Elements and Principles, Artistic Perceptions; Historical Style/Period/Culture, Interdisciplinary Connections	<ol style="list-style-type: none">1.the relationship between form and content in art.2.making meaningful interpretations and judgments about their own artworks and the works of other artists using basic art vocabulary, principles, and approaches to criticism, aesthetics and art history.3.philosophical and ethical issues related to the visual arts.4.understanding the emotional context within a work of art.5.the variety of perspectives and viewpoints for approaching works of art, such as those that originate from formalist, feminist, social and political thinking (and other theories/philosophies of art).6.explaining the relationships between the visual arts and other disciplines, including math, social studies, science, communication arts, and other fine arts.
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